

Certificate in Higher Education

Creative Writing

Part-time Student Handbook

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Welcome to the Certificate in Higher Education, Creative Writing

A very warm welcome to the Cert H.E. Creative Writing. This handbook contains information on the Cert H.E., as well as details of some useful student resources and services within LLL and across Aberystwyth University.

If you would like more detailed information on for example, academic regulations, these can be found in Lifelong Learning Handbook on

http://www.aber.ac.uk/en/media/departmental/sell/pdf/lifelonglearning/Student_Handbook_Lifelong_Learning.pdf

For questions concerning a specific course, your course tutor would usually be your first point of contact. For administrative enquiries, you could contact a member of the team at LLL (Please see our *Who's Who* on page 3.)

Please email learning@aber.ac.uk or phone us on 01970 621580 to request a copy.

Lifelong learning Team
Aberystwyth University

The Certificate in Higher Education, Creative Writing – How it Works

This Certificate has been designed to build a solid grounding in the practice of creative writing and its many possibilities. It also encourages students to enhance their critical skills, to reflect on their writing and identify an audience for their work.

Some students also decide to take their studies further and use the Certificate (along with the portfolio of work) to unlock study at a higher level.

You would usually have up to five years to complete your studies and within that time you can take the modules flexibly, at your own pace. **Not all modules are on offer each year, but we ensure that they are made available over a period of time.**

For details of the modules available during the current academic year, please refer to this year's Learn for Life Brochure.

An Overview

The Certificate comprises 120 credits of which 30 credits must be taken from the core modules. The remaining 90 credits can be selected from our range of optional modules.

You may take these in any order, but we would recommend that you complete at least one of the three core modules before progressing further.

Core modules (10 credits per module)

30 credits must be taken from these three modules

1. Exploring Creative Writing (English medium) **OR** Ysgrifennu Creadigol (Welsh medium)
2. Writing as a Creative Process: Text and Theory
3. Understanding Genre

Optional Modules (10 credits, unless stated otherwise)

In addition to the 3 core modules (totalling 30 credits), you can also follow your own particular interests within the field by selecting the remaining 90 credits from a range of optional modules.

90 credits can be chosen from any of the optional modules below (including Welsh medium modules and modules in Study and Presentation Skills).

Optional Modules

Developing a Voice in Writing
Developing Creativity
Autobiographical Writing
Writing for Personal Development **(pre 2015-2016) OR**
Writing with Attentiveness and Feeling (2015-2016 onwards).
Writing Short Stories
Poetry Writing 1
Poetry Writing 2

Poetry Writing 3 (20 credits)
 Cyflwyniad y Gynganedd
 Writing a Novel 1
 Writing a Novel 2
 Writing a Novel 3 (20 credits)
 Scriptwriting 1
 Scriptwriting 2
 Scriptwriting 3
 Writing for the Radio
 Writing Freelance Features
 Storytelling and Writing for the Ear
 Writing for Children: An Introduction
 Writing for the Web
 Writing for Publication
 Words that Run with Wolves: Writing and Illustrating for Children
 Words that Run with Wolves 2
 The Gothic Novel
 Women Writing: Feminism and Literature
 Reading Film: An Introduction to Film Studies
 Writing Detective and Thriller Fiction
 Writing from Nature
 Writing Ecology: Becoming a Writer of your Own Square Mile
 Creative Non-Fiction
 Food Writing
 Effective Academic Writing
 Presentation and Public Speaking For All (5 credits)
 The Wonders of Multimedia: An Introduction for the Non-Technical (5 credits)

Taking your Studies Further – The Creative Writing Pathway

From 2015-16 onwards, successful completers of the CHE Creative Writing may progress directly onto year two of the BA Creative Writing at Aberystwyth University. This opportunity applies to both past and present CHE Creative Students.

To qualify for this exemption, you would need:

- To have successfully completed the CHE Creative Writing at any time from 2010 onwards.
- You would also need to have successfully completed the ten credit optional module, Writing for Publication. If you have completed your CHE, but not this module, you may still take it as an 'add-on' at any point.

The BA Creative Writing may be taken either full-time or part-time. For more information on the BA, including information on fees and bursaries, please contact Dr Matthew Francis, Professor in Creative Writing, Aberystwyth University mwf@aber.ac.uk

Other routes to progression

If the Creative Writing Pathway isn't for you, you may be able to use the credits gained on the CHE to claim exemption within other appropriate degree schemes. However, this would be discretionary and you would need to take professional advice about where and how this would be possible.

Financial Matters

We don't want finance to be a barrier to learning. For this reason, we offer concessionary rates as well as 'Early Bird' discounts. In certain cases, learners may be eligible for a part-time student loan from the Welsh Government. Students who began their studies before 1 September 2014 may, in certain cases, also apply to study free of charge under our fee waiver scheme.

'Early bird' discounts

If you enrol some time in advance of the course, you can receive a discount of £20 or more on course fees. **'Early bird' deadlines are set for each term. Please check our brochure or contact LLL for details.** Please check out website or contact learning@aber.ac.uk for our current 'Early Bird' dates.

Concessionary rates

If you are a senior citizen, a full-time student on another course, or are receiving certain state benefits, you may be entitled to a reduction on your fees.

Financial hardship

If you are experiencing difficulties in paying fees due to a specific issue, may also apply for help from the **Student Hardship Fund** or the **Disabled Students' Allowance**. Further information can be found on <http://www.aber.ac.uk/studentfinance/>.

Student Loans

If you began your studies *after* 1 September you may be eligible for a Welsh Government part-time student loan. To qualify for a loan must be studying for an equivalent of at least 25% of a full-time course and not hold a degree-level qualification. The loan is non-means tested and part-time students can borrow up to a maximum of £2,625 per year (i.e. 75% of the full-time student loan of £3,500.)

If you began your studies *before* 1 September, 2014 and are receiving certain benefits or are on a low income **and** don't hold a degree-level qualification, you may be eligible to study for free under the Welsh Government **fee waiver scheme**.

For a more details loans or fee waivers please contact Lifelong learning office in the first instance learning@aber.ac.uk 01970 621580

Frequently Asked Questions

I don't live in Aberystwyth; can I still enrol for a course?

Yes - in fact, you may already be attending a course outside of Aberystwyth! While firmly rooted in Aberystwyth University, our outreach courses comprise an important part of our provision and are long-established in urban and rural communities throughout Ceredigion, Powys, Carmarthenshire, Pembrokeshire, Gwynedd and Flintshire. Wherever our courses are located, they provide opportunities for adults to access part-time Higher Education to fit in with their commitments. We also have a growing programme of **intensive and residential courses**. We are also developing increasing numbers of **distance and blended learning** modules. For up-to-date information on these, you can search for a course on <http://www.aber.ac.uk/en/lifelong-learning/courses/>

Isn't lifelong learning about studying for pleasure?

Although students often tell us how much they enjoy our courses, they are also learning skills which have a vocational value. We believe that studying subjects you love and feel passionate about does not preclude learning valuable work-related skills – quite the opposite! Creativity, critical thought, and the ability to present our ideas and express ourselves clearly – skills in which Humanities graduates excel – are all highly desirable in the twenty-first century workplace.

You can (and many students do) apply skills learnt and qualifications gained to help you (re)enter the workplace, to set yourself up in self-employment, or to progress to further study. We also provide specific **Continuing Professional Development (CPD) modules as part of the Cert HE Creative Writing**, such as **Writing for Publication** and **Writing for the Web** and **Presentation Skills and Public Speaking for All**.

I've been out of education for a long time – will I find the coursework challenging?

Our courses are designed for people from all backgrounds, regardless of how long they have (or haven't) been out of education. The only qualification you need is your enthusiasm for the subject and a commitment to complete the work – the rest will follow. Our tutors are experienced at working with adult learners and will put you at your ease. Whatever your previous experience of learning, your contribution – and your experience of life - will be respected and valued.

Where do I go for help and support?

In most cases, your first point of contact will be your tutor(s). If you would like advice on your studies or related topics, including financial and other help which may be available, you could also contact us: learning@aber.ac.uk

More details on help and support available within Aberystwyth University – including health and wellbeing, help with childcare and study skills etc. - can be found on <http://www.aber.ac.uk/en/student-support/>

Can I get help with paying the course fees?

If you began your studies after 1 September...

...you may be eligible for a Welsh Government part-time student loan. To qualify for a loan must be studying for an equivalent of at least 25% of a full-time course and not hold a degree-

level qualification. The loan is non-means tested and part-time students can borrow up to a maximum of £2,625 per year (i.e. 75% of the full-time student loan of £3,500.)

If you began your studies *before* 1 September, 2014...

... and are receiving certain benefits or are on a low income **and** don't hold a degree-level qualification, you may be eligible to study for free under the Welsh Government **fee waiver scheme**.

Can I find support to help me learn?

If you feel you would like more support, for whatever reason, there is plenty of help at hand from Aberystwyth University. This includes help with areas such as study skills, making best use of the library, online and distance learning facilities, careers advice and welfare and disability support.

<http://www.aber.ac.uk/en/student-support/study-skills/> contains lots of useful information, advice, resources and links.

What if I Have a Disability?

We are committed to supporting disabled students. If you have a disability that may affect your learning, please let us know as soon as possible so that we can accommodate your needs. If you would like further information about our provision for students with disabilities or have specific questions, please contact us on disability@aber.ac.uk or 01970 621761.

Will my work be assessed?

The simple answer is 'yes' - all our lifelong learning courses are assessed. We view assessment as an important part of the learning process, giving students the opportunity to consolidate learning and to review progress.

Can my work be assessed in Welsh?

Yes. All students are entitled to submit work for assessment through the medium of Welsh, even if the language that the class is delivered in is English. If you intend to take advantage of this, please notify the School within the first two weeks of the course to ensure that arrangements can be made.

How will my work be assessed?

All our humanities courses are assignment-based and do not involve any exams. We use a variety of assessment methods, each one designed to be appropriate for the subject and to accommodate the needs of part-time students. For example, **creative writing students** are usually assessed on a combination of the writing assignment, plus a written reflection on the process of writing. This reflective writing is often referred to as a 'reflective journal' or 'reflective portfolio'. The **genealogy and history or archaeology courses** may consist of a number of different assessment methods which, depending on the course in question, can include a combination of a research assignment, a portfolio of work, a presentation or a written test.

Whatever the exact nature of the assessment, the aim is to encourage each student to produce work which he or she can feel proud of and which would also serve as a solid foundation for further research and/or writing.

What is the pass mark?

In all our humanities courses, the student must attain a minimum mark of 40% in order to successfully complete the course. However, in practice, most students who complete the course achieve much higher marks. Experience has shown us (and as our external examiners have observed) that work by lifelong learners is generally of a very high standard. This is no surprise to us: our students have chosen to study their particular course(s) and their passion for the subject often motivates them to produce work of a high standard.

Student assignments are marked using our assessment criteria, which means that the tutor is looking for certain attributes within your work. For example, one of the criteria for a piece of creative writing could, for example, include the 'effective use of dialogue'. For a genealogy course, the criteria may identify such qualities as the 'effective use of source materials' or 'a good understanding of records available and where to find them'. Whatever the assessment criteria for your course, your tutor is there to guide you and is always willing to offer help and advice.

Who checks my marks?

To ensure fairness and consistency, all assessed work is moderated. This means that it is passed on to an independent person who checks the marks given against the assessment criteria. We also have external examiners from other institutions, whose role it is to ensure that work is marked at an appropriate level and that we are following our own procedures. Once your tutor has marked your work, he or she will provide you with feedback and also a provisional mark. Although this would give a strong indication of whether you can expect to attain the credits at the end of the year, marks cannot be confirmed until approved by the external examiner. This usually takes place during early September, following the academic year in which you completed the course.

What do my credits mean?

Each module is given a 'credit value' and a 'level'. At present, all our humanities courses are set at **level 4 in the Credit and Qualification Framework for Wales** (this is equivalent to the level of study in the first year of undergraduate course). A diagram highlighting the levels of courses and examples of qualifications and learning provision that are included in it can be found here <http://gov.wales/docs/dcells/publications/170712-cqfw-fan-diagram-en.pdf>. Most modules consist of **10 credits** (there are also a few **20 credit** courses and one **5 credit** course within the Humanities programme). Students who are working towards a Certificate in Higher Education will need to attain 120 credits (consisting of 'core' and optional' modules, as specified by the Study Scheme outline) in order to gain their award. Students who successfully complete are issued with a Credit Transcript. This lists the modules that you have completed during the academic year and can be used as evidence of successful study.

What is the Certificate of Higher Education?

We provide two Humanities study schemes, the **Cert HE [Creative Writing](#)** and the **Cert HE [Genealogy](#)**, both of which provide a clear progression route for your studies. The Certificates comprise 120 credits at CQFW level 4 (the equivalent of the first year of a degree course) and are designed to allow you to study flexibly, at your own pace, over a period of five years or less.

Can I progress to further studies?

Yes. Following successful completion of the CHE, you may follow the **Creative Writing Pathway** directly onto year two (either part-time or full-time) of the BA Creative Writing at Aberystwyth University. *Please see page 6 for details.*

Can I use the university library and computing facilities?

Yes - all registered lifelong learning students can use the library and computing facilities for the academic year in which they are enrolled. If you require an Aber Card (the university library card), you can register online at <http://www.aber.ac.uk/en/is/library/card/> . Your Aber Card is also a printing and photocopying card and there are printer/copiers available in all the university libraries at Aberystwyth. For Media Services see www.aber.ac.uk/en/is/media Details on Information Services for lifelong learning students can be found on www.aber.ac.uk/en/is/help/sell

What if I'm not based at Aberystwyth?

SCONUL Access (www.access.sconul.ac.uk) is a co-operative venture between over 170 institutions across the UK and Ireland. It enables staff, research students, full-time postgraduates and part-time, distance learning and placement students to borrow material from these libraries. Using this scheme does not mean that you can have books that are in Aberystwyth University libraries sent to you, but rather if you live, for example, in the Swansea area, then you may register with SCONUL Access and borrow books from Swansea University Library. Some public libraries offer an Inter Library Loan service.

Blackboard is an online facility provided by Aberystwyth University, where your tutors can post messages, handouts and presentations etc., set up discussion boards, provide links to useful websites and set multiple choice tests. To use Blackboard, you need to be registered on the university computer system. For a general introduction and information on how to log into Blackboard go to <http://alto.aber.ac.uk/en/bb/quickstart/general-intro.php>

How can I provide feedback on a course?

When you have completed a course, you will be invited to complete one of our (pink) feedback forms. These are usually provided by the tutor.

What happens if I have a complaint or want to appeal?

Students regularly (and proactively) tell us how much these courses mean to them. However, occasionally a situation may arise when a student feels less than satisfied and wishes to make a complaint. In the first instance, this can be discussed with your tutor or with the humanities coordinator. If the situation is still not resolved to your satisfaction, you may make a complaint or appeal. Details of the relevant procedures can be found in our Lifelong Learning Student Handbook.

How can I get involved?

The Staff-Student Committee provides an important forum for staff and students to discuss any issues which may arise; including academic matters and resources. Details of the current membership of the committee can be found on <http://www.aber.ac.uk/en/sell/lifelong-learning/staff-student/>

If you have an issue that you wish to raise with the committee, or if you would like to volunteer to become a member, please contact learning@aber.ac.uk.

Learning and Teaching

Our learning and teaching methods are diverse and designed to enable students gain experience and knowledge through a 'learning by doing' approach. During the Cert HE you will be developing your skills in the following areas:

- **Understanding the creative process and theory which relates to it.** You will build up a portfolio of creative work, together with critical reflections which apply theories on creative writing and creativity in general.
- **Critical awareness and critical engagement** are developed through practice-based exercises, analyses of writing and the application of theory
- **Technical or 'craft' skills of writing.** These are developed through an emphasis on the process of creative writing; involving such elements as structuring, creating characters, drafting and re-drafting.
- **Collaborative skills.** You will be sharing and reading your work within a safe and supportive environment. You will also be providing feedback and constructive criticism of you peers' work.
- **Self-directed learning.** The study of creative writing involves high levels of self-directed learning. You will be encouraged to become an active participant in your own learning and to take responsibility for analysing, internalising and expressing techniques learnt.
- **Workshops.** Face-to-face teaching and learning takes place in small workshops (typically, involving between eight and fourteen students). This model allows for you to complete creative writing exercises within a workshop setting, where you can also read out your work and give and receive constructive feedback.

Attendance

It is expected that you will attend all sessions, although we understand that this is not always possible. The work done in workshops and lectures invariably covers the groundwork for the assignments. By missing them you not only risk being marked down but could also miss some vital information. If you do miss any classes, please discuss them with your tutor and ensure that you catch up on all the handouts and/or assignments.

Team work can be an important component of some of the modules, so the absence of a team member can cause problems. If there is a good reason, (e.g. illness, lack of transport), allowances can be made. However, by enrolling for your course, you have made a commitment to attend and should make every effort to avoid absences without good reason.

Assessment and Feedback

The Assessment Criteria

Assignments are marked using assessment criteria, this means that the tutor is looking for certain attributes within your work. The tutor will give you guidance on the criteria that are being assessed and will provide you with a copy of these when the assignment is set. If you do not receive a copy, make sure that you ask for one.

Moderation

In order to ensure the quality and consistency of marking, and that markers are not showing any bias, assessed work is moderated. This means that it is passed on to an independent person who checks whether the assessment criteria are being adhered to and that the tutor is not marking too strictly or too leniently. Moderation means that there can be a delay in you getting your work back, but it should not prevent you getting feedback about the work from your tutor (in many cases you will receive a written feedback sheet).

External Examiners

In addition to our internal procedures, each subject area has an external examiner. This is someone from another institution, with experience in the relevant field, who looks at a sample of assessed work to ensure that it is set and marked at an appropriate level and that we are following our own procedures. External examiners also comment on things like handbooks (for tutors and learners) and assessment criteria.

Accreditation of Prior Learning (APL)

If you have studied at another Higher Education institution, it may be possible to transfer some of the credits towards one of our schemes. Circumstances vary so, in the first instance, you should discuss this with the relevant Subject Coordinator.

It may also be possible to be exempted from certain aspects of a scheme because you have relevant experience, but not formal qualifications. This is known as Accreditation of Prior Experiential Learning (APEL). It is likely that, should you wish to pursue this, you will be asked to submit a portfolio of work to demonstrate that you have already achieved the learning outcomes associated with the module(s) you wish to be exempted from. Every case will be different, so you should approach the relevant Subject Coordinator to discuss your situation. A fee is payable for APEL, to cover administrative costs.

A written project can be a particularly effective method to test and consolidate your knowledge and to clarify and develop your thoughts and ideas. Such assignments can take various forms – essays, diaries, reports, portfolios etc. Your tutors are aware that writing comes more easily to some people than to others, and will allow you time to develop your skills. ***For more information, please see 'Approaching written assignments' in this handbook.***

Assessment Criteria

Assignments are marked according to the criteria below. The marks are not percentages as such – you are not awarded 65, say, out of a potential 100. Rather, the marks correspond to classes of honours degree: (first, upper and lower second, third class, and fail). There is no exact recipe for a particular mark: two students might write assignments with different strengths and weaknesses but be awarded a similar mark; an upper second class assignment might contain first class elements but not enough to warrant a first class mark overall. Students will be penalised for persistent grammatical and stylistic errors, poor spelling, or a disregard for standard bibliographical or referencing conventions.

Class	Mark	Guide
First	90-100	Work of outstanding quality that demonstrates most or all of the characteristics of the next band down, but on top of that delivers a new and original insight into the subject. Work at this level should be potentially publishable.
First	80-89	Work of exceptional quality that shows real depth of analysis, knowledge and original thought. It critically evaluates relevant issues and displays an impressive command of key concepts and of the material in its historical and disciplinary context. The arguments are coherent, incisive and sophisticated, keenly focused on the question, and supported by evidence derived from a wide range of relevant sources beyond the core texts. The work is very fluently written and well presented.
First	70-19	Work of excellent quality that demonstrates depth of analysis, knowledge and original thought. It evaluates relevant issues and displays a conceptual command of the material in its historical and disciplinary context. The arguments are coherent and incisive, are focused on the

		specific question asked, and supported by evidence derived from a range of relevant materials beyond the core texts. The work is fluently written and well presented.
2:1	65-69	Well organised, clearly written and effectively argued work that addresses the question. It demonstrates a broad and perceptive understanding of the historical and disciplinary context. Its solid analysis of relevant material is based on and supported by a range of sources. There is evidence of independent thought and sophistication in the analysis and range of knowledge.
2:1	60-64	Work that is organised, well presented, and clearly written, with a relevant, coherent and assured argument and broad-based engagement with the relevant material. It demonstrates a clear understanding of the historical and disciplinary context, with some insight and independent judgement. The work effectively tackles the question and is based upon a range of sources, though not always in a systematic manner.
2:2	55-59	Competent work that demonstrates some understanding of the issues arising from the question although this may be incomplete. It may be largely relevant but lacks a systematic critical analysis, reproduces material without significant critical judgement, or contains poorly expressed ideas. The work may lack focus and be reliant on lectures with only limited evidence of independent reading.

2:2	50-54	Work that demonstrates a satisfactory grasp of the some relevant issues and displays a familiarity with basic reading. It lacks a systematic critical analysis of the material and its ideas are poorly expressed. It may be heavily reliant on lectures, lacks focus, contains errors and important omissions of essential material.
Third	45-49	Poorly focused, disorganised work that lacks analysis. While it demonstrates sufficient knowledge to frame a partial answer to the question, it has only a limited familiarity with relevant material. Essays in this class often contain little evidence of independent thought and tend towards paraphrasing. The work may contain factual errors, badly expressed ideas, and be poorly presented.
Third	40-44	Poorly focused, unstructured and often incoherent work that demonstrates the minimum of knowledge required to pass. While it frames a partial answer to the question, it is severely hampered by a lack of analysis and unfamiliarity with relevant material. In addition to a marked tendency to paraphrase a very limited number of sources, there may be faults in the logic and structure of the essay and possible language weaknesses.
Fail	30-39	An inadequate answer with major lapses in knowledge and understanding. Characteristics may include serious omissions or factual errors, ignorance of subject, significant amounts of irrelevant content, conceptual confusion, illogical arguments and a lack of coherence.

Fail	20-39	A seriously inadequate answer with little discernible knowledge and understanding. Work at this level will usually contain both serious omissions and major errors, and may also feature major inadequacies in argument and presentation, a large amount of irrelevant content, little grasp or use of key concepts, and a major lack of coherence.
Fail	0-19	Shows no discernible knowledge or understanding. Little or no relevant material. Little or no evidence of argument and presentational skills.

A Brief Guide to Written Assignments

Sometimes, writing an assignment can seem like a daunting task – especially during the earliest stages, when we can experience that ‘I don’t know where to begin’ feeling. Many students find it helpful to begin by careful planning (rather than to launch straight into writing). They might also break the task down into separate, short sections. Once you start following a plan, and break down your work into manageable chunks, you will be surprised at how stress-free and even enjoyable a written assignment can be!

Beginning

A good way to begin is to ask yourself if you are clear about what the tutor is looking for in setting the title. **If you not clear of what is expected, always check with the tutor.** Make sure you have read widely around the subject before attempting the essay. Do not just absorb your reading, think critically about it. You may not always agree with the viewpoint of the authors; if this is the case, you should think hard about *how* and *why* you disagree. Tutors will be looking for the way in which you interpret and develop what you have read.

Don’t put off writing for too long. You can always go back and improve your work following the first draft. In fact, writing *is* redrafting – very few of us can produce a finished piece of writing in one draft!

Planning

Before you start your assignment, make a plan in which you lay out your work in a logical, sequential fashion. Think about the framework before you start the final version, such as by noting headings for each paragraph or section. It may also be helpful to show your plan to your tutor before you start writing.

If you are writing an essay then remember that it requires:

- an **introduction**, in which you will indicate the way in which you have interpreted the question and how you intend to structure your arguments
- the **main body of the essay** where you will answer the question and provide relevant evidence for your views, putting each main point into a paragraph
- and a **conclusion** where you clearly answer the question and remind the reader of the evidence which you have used in support of your argument.

Presenting assignments and other written work

Try to ensure that your work is well-presented and easy to read. This is an important transferable skill which will be of use to you in all aspects of your life, so it is worthwhile taking some time and trouble over it. You will not be penalised for submitting hand-written work (except in an information technology module) provided that it is tidy and legible. If the tutor or examiner cannot read it, however, then inevitably you will lose marks.

If you need to develop ICT skills, you may wish to consider enrolling on our course ‘IT Skills to Help you Learn.’

Reviewing your work

After you have finished your assignment, it would be a good idea to read through in order to identify and correct any final revisions needed. It might be helpful to read through (and amend) three times as follows:

- **First read-through:** To check the clarity of each sentence, paragraph and the clarity of the work as a whole. Is it clear and readable? Is there a logical progression from the introduction to conclusion?
- **Second read-through:** When you have checked for clarity, read through once again to identify any 'typos' misspellings, punctuation errors etc. references or punctuation.
- **Third read-through:** Now check the references. Are they accurate? Is every reference listed? Are they clear and consistent?

The final proof

When you have finished your read-through, we would recommend that you print a copy of your work and proof read it for any errors or inconsistencies you may have overlooked. At this stage, it is also a good idea to ask another person (e.g. a friend or a partner) to read your work. Another 'pair of eyes' can be extremely useful for spotting errors, or points for clarification, which the author might not have identified.

A Brief Guide to Academic Referencing

Although most of your work will focus on the process of creative writing, which includes critically reflecting on your work and that of other writers, you will at times be asked to produce a piece of work with references.

Referencing is not a complex process – in fact it's designed to make it easier for you (and your tutor) to follow a line of argument and to track the sources used during your research. Referencing is also important so that you can feel confident that you are avoiding **plagiarism** (see below.)

There are a few simple rules to referencing: learning them will give you the confidence to carry out your own research project, knowing that you are meeting academic requirements.

What is referencing?

When you write your assignment you are required to refer to the work of other authors. Each time you do so, it is necessary to identify their work by making reference to it - both in the text of your assignment and in a list at the end of your assignment (called a Bibliography). This practice of acknowledging authors is known as 'referencing'.

References must be provided whenever you use someone else's opinions, theories, data or organisation of material. You need to reference information from books, articles, videos, web sites, images, computers and any other print or electronic sources. A reference is required if you:

- **paraphrase** (use someone else's ideas in your own words)
- **summarise** (use a brief account of someone else's ideas)
- **quote** (use someone else's exact words)
- **copy** (use someone else's figures, tables or structure)

Acknowledging sources

It is very important to acknowledge the sources which you use in your writing. Using the ideas or words of another person without acknowledgement is **plagiarism** which could result in disciplinary action under the terms of our Unfair Practice Procedure. Plagiarism can occur unintentionally through borrowing the work of other students, or by being careless in your note-taking when reading a book, or through reproducing *verbatim* the content of a lecture. All quotations or references to other people's work must be clearly marked and attributed. If you are unsure about how to do this then ask your tutor.

Avoiding plagiarism

What constitutes plagiarism?

Plagiarism is the act of using someone else's work with intent to deceive. It can include copying from books, magazines, online texts and other students. For example, plagiarism could involve work which includes expressions or substantial chunks from some other source(s), **without making it clear that this has been done**. It might include work written by someone else or taken from the internet. In more extreme cases, it might be work to which the author has contributed nothing.

The University's Plagiarism Policy

Aberystwyth University treats cases of plagiarism seriously. The University also recognises that unreferenced 'borrowing' can occur when a student has not actually intended to engage in unfair practice. For this reason, when a member of the academic staff reads work that he/she suspects is not the unaided work of its supposed author, the issue is normally discussed first with the student(s) involved. In more serious and/or persistent cases of unfair practice, the University Authorities will be notified and the University's Academic Regulations on Unfair Practice will apply. Where the assessed element is worth 20 credits or less, then the Institute will handle the case internally and the mark for the work is likely to be substantially reduced.

Why should you reference?

Apart from the fact that plagiarism is a serious offence, references enhance your writing and assist your reader by:

- **showing the breadth of your research**
- **strengthening your academic argument**
- **showing the reader the source of your information**
- **allowing the reader to consult your sources independently**
- **allowing the reader to verify your data**

The Harvard System of referencing

We recommend that you use the Harvard system of referencing. This is because it is an established method of referencing and has advantages of flexibility, simplicity, clarity and ease of use both for author and reader.

There are two parts to referencing using the Harvard System:

1. Citing in the text of your work - this means acknowledging, within your text, the sources that you have used. For example:

As Earnshaw observes, 'Self-assessment involves learning how to gauge your intentions, to be a responsible parent to your work, and to deepen, revise and edit it.' [Earnshaw 31].

2. Full bibliographic citations – these are the details of the sources you have used, listed in alphabetical order in the **Bibliography** at the end of your work. For example:

Earnshaw, Steven (2007), *The Handbook of Creative Writing*, Edinburgh, Edinburgh University Press.

Library and Information Services

As a lifelong learning student, you have full access to Aberystwyth University's Information Services Department. This means that you are eligible to use the Information Services (IS) library and computing facilities during any academic year in which you are enrolled on one or more credit-bearing modules.

To get your Aber Card (the University library card), you can register online on www.aber.ac.uk/en/is/news/abercard/

The Aber Card will allow you to borrow up to 15 standard loan (up to four weeks) or three day loan books. It will also give you access to electronic books and journals. The normal loan period for standard Loan books is four weeks, although books may be recalled early if required by another reader. Renewals may be made online.

Opening Hours

The Hugh Owen Library is open from 8.30am-12pm Monday to Thursday, 8.30am-9.30pm on Friday, and 10am-6pm on Saturdays and Sundays during the term. During some of this time, only reference and study facilities are available.

Please see www.aber.ac.uk/en/is/library for details of hours of all IS facilities.

Electronic Information Resources

Library catalogue

The most important electronic source available to you, both on and off campus, is Primo, the Library catalogue. On campus we have dedicated Primo OPACs, and from off-campus you can access the catalogue via the Aberystwyth University homepage, www.aber.ac.uk/en/student_or_directly_via_primo.aber.ac.uk

To make the best use of Primo you should Sign in using your AU username and password.

Through Primo you can renew items that you have on loan (providing they are not required by another user), reserve items out on loan to others, check the availability of books before travelling to Aberystwyth, and see your library record.

Other Electronic Resources

AU subscribes to a number of major electronic sources of information; these include databases, on-line electronic journals, scholarly research papers and e-books. For details of the resources available, see the Databases A-Z and E-journals A-Z facilities on the Primo home page.

On campus, they may be accessed from public computers. You may also access many of these resources from your own computer at home, but because of subscription agreements you must first activate your computer account (see below) and then set up a VPN connection alongside your existing broad band connection www.aber.ac.uk/en/is/computers/vpn

Media Services

Your Aber Card is also a printing and photocopying card and there are printer/copiers available in all the libraries at Aberystwyth. The photocopying service is especially valuable for copying a limited number of pages from books or journals that may not be borrowed from the libraries.

For Media Services see www.aber.ac.uk/en/is/media

Computing Facilities

To activate your University computing access, you can complete an online form at <https://myaccount.aber.ac.uk/open/activate/index.php>

In order to complete this process you will be required to enter your student number; this can be obtained from the Lifelong Learning General Office. Student registration numbers can only be issued once your fee is paid, your enrolment form is received and entered onto the University's student database. [Please note that if you do not provide your date of birth on your enrolment form, online activation is not available – you will have to visit IS services in person at Hugh Owen Library.]

You will not be able to access the university computing facilities at the start of your course if this process has not been completed in good time.

Please note: when you register for a course you also agree to the University's Rules and Regulations, which include the Information Services regulations, which can be found at www.aber.ac.uk/en/regulations

Once you have registered to use our computing facilities you can then use the **Aberystwyth University e-mail service**. Notices of overdue or recalled books, etc. will be sent to you via the Aberystwyth University e-mail service.

Other Services

In addition to the Aberystwyth University libraries, there are other library services you may use. SCONUL Access www.access.sconul.ac.uk is a co-operative venture between over 170 institutions across the UK and Ireland. It enables staff, research students, full-time postgraduates and part-time, distance learning and placement students to borrow material from these libraries. Using this scheme does not mean that you can have books that are in Aberystwyth University libraries sent to you, but rather if you live, for example, in the Swansea area, then you may register with SCONUL Access and borrow books from Swansea University Library.

Also, some public libraries offer an Inter Library Loan service that may be of use to you.

Blackboard

Here, your tutors can post messages, set up discussion boards, make available hand-outs and presentations, provide links to useful websites and set multiple choice tests. All distance and flexible learning modules will include at least some use of this system, but increasingly it is being used to provide additional support in our more traditional modules. To use *Blackboard*, you need to be registered on the university computer system. You can log into the system from any computer with Internet access. For a general introduction and information on how to log into Blackboard take the following link:

<http://alto.aber.ac.uk/en/bb/quickstart/general-intro.php>

Specific help sheets can also be found at the following link:

<http://alto.aber.ac.uk/en/bb/helpsheets/index.php>

If the information about your module indicates that computer use is required, you should complete your module registration and IS registration well in advance of the course starting. Some of our modules have pre-requisites. This means that before you embark on these modules, there is something else you must have done first, for example another module at a lower level or you may need to be able to demonstrate that you have experience of a particular subject area.

Return to learning and student support

If you are returning to learning after a break, for whatever reason, you may wonder about what your studies may involve. If so, don't worry – there's a great deal of information and support available. Aberystwyth University's student support team can help with the following:

- Organising your studies.
- Study tips for reading and note-taking.
- Tackling assignments (e.g. essays and reports.)
- Assessing your strengths and areas for development.
- Making the best use of the library and online information.
- Accessing careers advice
- Wider issues – e.g. welfare and disability support.

The Students' Union

As a student at Aberystwyth University, you are automatically a member of the Students' Union, <http://www.abersu.co.uk>, and are entitled to an NUS Card. This can be obtained from the reception in the Union Building on Penglais campus (next to the Arts Centre). Aber Guild of Students is independent from the University, although they do receive a financial grant at the beginning of every year that provides for core services such as Welfare provision. For further details, please contact the Union directly: **01970 621700**.

The School of Education and Lifelong Learning regards student support and guidance as an essential part of our relationship with our students, through tutorial modules, contact with tutors and the relevant subject co-ordinators. In terms of more general support, our office staff will be able to help with most queries regarding specific courses and can refer students to specialist staff who can offer further advice and guidance.

What if I Have a Disability?

Lifelong Learning welcomes participation from all members of the community. It is committed to supporting the learning needs of disabled students, within external constraints imposed upon the University, and to making reasonable adjustments, where that is necessary, to prevent substantial disadvantage to applicants/ students with disabilities.

If you have a disability that may have an impact on your learning, you must let us know in advance. If you do not inform us, it is unlikely that the tutor will be able to accommodate your specific learning needs.

To enable us properly to understand individual needs, and to allow sufficient time to identify and implement reasonable adjustments, we invite applicants with disabilities to contact LLL office in advance in advance of your enrolment and class start date on learning@aber.ac.uk This will ensure that any course you have chosen will be suitable and that reasonable adjustments are in place before enrolment.*

Details of Student Support Services can be found on

<http://www.aber.ac.uk/en/student-support/>

If you would like further information about our provision for students with disabilities or have specific questions, please contact us by email on disability@aber.ac.uk or phone us on 01970 621761

** In some cases, the university may need to carry out a Study Needs Assessment, to assess any reasonable adjustments which might be needed. The disability coordinator can advise if this would be necessary and provide details of the process.*

Letting us know what you think – student feedback

We really value student feedback and the responses we receive are a great help in planning future provision. Here are some ways you can let us know about your personal experiences of our courses and study schemes.

Interim course feedback

Around week 3 or 4 of our longer courses, you should receive an interim feedback form from your tutor. Completing this will help your tutor know how you are finding the course to date. You are not required to sign the form, unless you wish the tutor to respond directly to any comments. This early-stage feedback provides the tutor with an opportunity to learn how students are experiencing the course to date and to address any issues raised.

End of course feedback

When you have completed a course, you will be asked to complete a (pink) end of course feedback form. If you haven't received one from your tutor you can request it from LLL office by calling 01970621580.

Student - Staff Consultative Committee

Student feedback can also be taken to the Student-Staff Consultative Committee. Topics discussed at this forum can include the content and organisation of academic programmes, timetabling, resources, communications, social events and any other issues raised by lifelong learning students. Although the committee does not have formal policy-making powers, its advisory role is taken seriously by LLL and student participation is encouraged. The committee also has a social role and can propose and organise social events. Details of committee members can be found on <http://www.aber.ac.uk/en/sell/lifelong-learning/staff-student/>

If you have an issue you wish to raise with the committee, or if you would like to find out more about becoming a member, please contact learning@aber.ac.uk Individual student or staff members can also be contacted via the web page above.

Who's Who in Lifelong Learning

In most cases, your first point of contact would be the subject specific co-ordinator or course tutor. Other members of staff are also happy to help with any enquiries you may have.

Alison Pierse	Art and Design Coordinator	chp@aber.ac.uk	2742
Antonio Barriga Rubio	Modern Languages Coordinator	aob@aber.ac.uk	2093
Dr Paula Hughes	Science, Social Science and Humanities Coordinator	pah15@aber.ac.uk	2682
Amlyn Ifans	Portfolio manager	ari@aber.ac.uk	2745
Sandra Gornall	Academic Operations Officer	learning@aber.ac.uk	2677
Marina Hughes	Academic Operations Assistant	mgh5@aber.ac.uk	8512

General enquiries: 01970 621580 learning@aber.ac.uk

**Lifelong Learning
Penbryn 5
Penglais Campus
Aberystwyth University
Aberystwyth
SY23 3UX**